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This First Course of Study for Colorado adult basic education teachers presents an outline of recommended content and offers suggestions and possibilities to those who will teach the course. Objectives, content, and pertinent references are indicated for specific subject matter areas and certain other portions of the course. The course is planned to fit into a sequence of not less than 26 nor more than 39 clock hours of instruction. Suggested time allocations are: orientation of prospective teachers (1 hour); understanding the student in adult basic education (4-8 hours); adult teaching (2-4 hours); reading instruction (7-8 hours); teaching basic mathematics (2-4 hours); teaching language arts (2-4 hours); teaching social studies (2 hours); teaching general science (2 hours); adult guidance and counseling (2-4 hours); program evaluation and windup (2 hours). Case studies and an extensive bibliography are also included. (ly)

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FIRST COURSE OF STUDY

for

TEACHERS OF ADULT BASIC EDUCATION CLASSES

Prepared Under Provisions of the

Colorado State Plan for Adult Basic Education

by

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Boulder, Colorado

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INTRODUCTION

This First Course of Study for Teachers of Adult Basic Education Classes presents an outline of the recommended content. It offers suggestions and possibilities to those who will actually teach the course of study to prospective teachers. It is intended to be suggestive rather than prescriptive.

Teachers of adult basic education tend to come from several sources and have different sorts of specific training needs. They may be former teachers who are now homemakers but able to accept part-time employment as instructors of adults. A number may be regularly credentialed teachers now teaching at the elementary, secondary, or junior college levels who are willing to teach adult classes on an overload basis. A few are retired teachers who wish to continue to serve their calling. Some may be other professionals (e.g. social workers, nurses) and others in the community who have good educational backgrounds. A number will be VISTA volunteers and Peace Corps returnees. Obviously this Course of Study will need to be viewed flexibly and adaptations made to suit the needs of the persons who are enrolled.

The authors of this Course of Study have planned it to fit into a sequence of not less than 26 nor more than 39 clock hours of instruction or roughly the equivalent of a two or three semester hour course. Individual topics can readily be adapted to the lengthier (and preferred) time sequence. With this in mind, the following time allotments are suggested:

	TOPIC	TIME ALLOTMENTS	
I	Orientation	1 hour	1 hour
II	Understanding the Student in Adult Basic Education	4 hours	8 hours
III	Teaching Adults	2 hours	4 hours
IV	Teaching Reading to Adults	7 hours	8 hours
V	Teaching Basic Mathematics to Adults	2 hours	4 hours
VI	Teaching Language Arts to Adults	2 hours	4 hours
VII	Teaching Social Studies to Adults	2 hours	2 hours
VIII	Teaching Science to Adults	2 hours	2 hours
IX	Guidance and Counseling of Adults	2 hours	4 hours
X	Evaluation and Wind Up	2 hours	2 hours
		26 hours	39 hours

This outline itself, as well as the suggested content, is considered to be tentative and open to revision as it is used. Subsequent utilization will bring changes and improvements. The material has been prepared specifically for the use of administrators and instructors who will be engaged in preparing teachers of adult basic education classes. As such it is oriented to their probable needs. While the Course of Study is pointed to preservice instruction, only slight modification would be necessary for inservice use.

Although Robert McKean, Ira Sanger and D'Arcy McNickle are the principal authors of this publication, much welcome assistance and support was received from other interested and competent persons in Colorado. In particular, the following persons carefully reviewed the tentative draft and made valuable suggestions and constructive comments:

William T. Adams	Director, Juvenile Correctional Program, Western Interstate Commission for Higher Education
Virginia Banks	Teacher of Adult Basic Education, Emily Griffith Opportunity School.
Robert M. Hunter	Associate Director, Sociological and Cultural Processes, Institute of Behavioral Sciences
Michael Kalk	Associate Professor of Education, School of Education, University of Colorado
Harley Stamm	Counselor and Assistant Professor of Education, Counseling and Testing Department, University of Colorado
Marilyn Weir	Supervising Teacher, MDTA Department, Emily Griffith Opportunity School

This assistance, which made it possible to produce a substantive Course of Study in the limited time available, is gratefully acknowledged.

I ORIENTATION

> There are ten million people in the United States, ten million adults and older youth, who cannot read, write and do arithmetic at a functional level. Such a widespread low educational level is the single most widespread cause of poverty; it is characteristic and common in two out of three low income families.
>
> The challenge which this situation presents must be met. The ten million whose communications skills fall below even today's accepted minimums:
>
> cannot read newspapers, job directions, street signs or labels,
>
> cannot write letters, fill out questionnaires and applications, submit reports and take tests,
>
> cannot count money, add up a grocery list or budget their pay.
>
> The ten million, and most of their children, face a life of chronic unemployment with tremendous costs to the public and incalculable loss in human potential.*

This quotation neatly points up the great need and challenge for training in adult basic education. As the State Plan points out, Colorado ranks among the four top states in median years of education of adults; yet nearly ten percent of the adult population has achieved no more than the sixth grade and almost thirty percent has an eighth grade education or less. Moreover, in some parts of the state, such as the Arkansas Valley, San Juan Basin, San Luis Valley and the Trinidad-Walsenburg area, the rate of adult illiteracy is said to run as high as twenty-five percent. The situation in regard to the under-educated adult is a clear and present indication of a great need which must be met.

These adults have acquired this defect from a variety of causes. For example, some led a migratory life as children, moving about from one area to another, without adequate opportunities to gain an education. Others were members of large families and were forced into early employment because of economic factors. Many came from backgrounds which did not prepare them well to engage successfully in the school programs which were available; as a result of unhappy experiences they were impelled to drop out of school as soon as possible. Regardless of the nature of the contributing conditions or factors, these adults face a present situation full of frustration in regard to personal, social and vocational fulfillment and an even more discouraging life in the future, especially in regard to vocational prospects.

General Objectives

This section of the course of study attempts to fulfill the following:

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*Bringing Basic Education to Undereducated Adults and Older Youth, Indianapolis: The Board for Fundamental Education, n.d., p. 3

1. The teacher preparing to teach adult basic education classes should be oriented to the nature of the Economic Opportunity Act, Title IIB, under which this program has been initiated.
2. He should understand the philosophy of the program of adult basic education.
3. He needs to be informed in regard to the overall plan of this course of study.

Content

The suggested topics for the Orientation section include:

1. A definition of the undereducated adult

The persons to whom the Colorado State Plan for Adult Basic Education is directed include those adults, 18 years of age and older, who need basic education in order to raise their educational achievement level to that of the completion of the elementary school.

In general, the people enrolled may be classified into several categories:

The illiterate. The adult illiterate may be described simply as one who cannot read or write. This group makes up a relatively small proportion of the total population yet its need is especially great.

The functionally illiterate. This adult reads at about the fourth grade level or less. His functional level of literacy is so minimal that he is unable to engage successfully in most kinds of vocational training. The group of functional illiterates probably presents the greatest challenge to the nation and to the program of adult basic education.

The non-English speaking adult. The foreign born or the person who has grown up in a sub-culture wherein everyone uses a foreign language is illiterate in regard to English. He may be relatively literate in his native language.

The undereducated adult. This term encompasses the illiterate, the functionally illiterate, and the non-English speaking adult. In addition, it includes the adult who may be somewhat literate, in the sense that he can read and write, yet cannot display achievement which is equivalent to the eighth grade level or better. This person needs assistance in order to perform more adequately and gain more satisfaction in the vocational, citizenship and personal-social areas of living.

2. The state plan for adult basic education

The Colorado State Plan for Adult Basic Education (under provisions of Title II-B of the Economic Opportunity Act of 1964 -P.L. 88-452) Denver: Colorado State Department of Education, March, 1965, is the basic document which establishes the bases for the operation and administration of programs of adult basic education throughout the state utilizing the federal funds made available under this legislation. The State Plan and its provisions should be explained and discussed.

For example, the instructional programs established under this plan must contribute to the following primary goals:

a. Ability to read and comprehend at an eighth grade level.
b. Ability to write clearly and legibly for the purpose of

completing job applications and other employment forms, making out orders, writing simple letters of inquiry, etc.

c. Understanding of and ability in simple arithmetic.

d. Ability to communicate, to understand, and be understood in conventional situations.

3. Need for trained teachers

According to Robert F. Barnes, "The single greatest problem in adult basic education today is providing adequate training for existing teachers and for the multitude that will be recruited for the Title II-B programs." Other leaders in adult basic education agree that the quality of the teachers themselves and their training will determine the degree of success of the program.

In Colorado there is no certificate or letter of authorization required of persons who teach in adult basic education classes. However, educational preparation is an important factor in teacher selection. Some of the other vital characteristics include: an understanding and appreciation of the nature of the undereducated adult and his strengths and weaknesses, knowledge of the subject to be taught and the possible materials and methods suitable for these students, ability to accept the students in adult basic education as fellow human beings with the need to learn and to fulfill their potentialities, real interest in helping undereducated adults, and the ability to discover their personal aims and incorporate these into the teaching.

This topic should give prospective teachers in adult basic education the opportunity to discuss the competencies needed, to make a self-analysis of their strengths and weaknesses, and to plan a program of preservice and inservice study which will prepare them for this task. The real problem of teacher preparation may be expressed in the thought that probably no other instructional task today presents a greater demand for highly qualified, flexible, resourceful, warmly sensitive teachers than this work with undereducated adults.

4. Benefits of adult basic education

Adult basic education deals with essential learning--learning which is essential to the individual himself and to the society in which he lives. If one agrees that a basic tenet of democracy is that each person is entitled to the opportunity of developing to the limits of his individual capacity, then the undereducated adult has somehow been shortchanged.

He finds himself limited in employment to largely unskilled labor in a labor market which presents fewer and fewer job opportunities. For example, it has been estimated that by 1970 only five percent of the available occupations will be for untrained workers. The adult with severely limited literacy cannot even engage in vocational training. In his personal life the undereducated adult feels a great sense of inadequacy, having come to chronological maturity in a society which assumes some degree of literacy. He feels himself to be what someone has termed a "social deformity". Adult basic education may make it possible for many of the students to develop stronger feelings of personal and social adequacy in our society.

Our democracy depends upon a literate and enlightened citizenry. Thus basic education promises to enable adults to participate more fully in their citizenship responsibilities and thereby strengthen our nation.

5. The course of study

The prospective teachers who are enrolled in this first course of study should also be oriented to the course of study itself. Including the present section, the topics are as follows:

a. Orientation
b. Understanding the student in adult basic education
c. Teaching adults
d. Teaching reading to adults
e. Teaching basic mathematics to adults
f. Teaching language arts to adults
g. Teaching social studies to adults
h. Teaching science to adults
i. Guidance and counseling of adults
j. Evaluation and wind up

References:
A few of the pertinent references include the following:

Basic Education for Adults: A Report of the California State Committee on Basic Education (Working Draft No. 3), Sacramento: California State Department of Education, July 31, 1964

Colorado State Plan for Adult Basic Education, Denver: Colorado State Department of Education, March, 1965

Guidelines for Teaching the "Under-educated" Adult, Olympia, Washington: State Superintendent of Public Instruction, September, 1965

Schasre, Robert and Jo Wallach (eds.), Readings in Reaching the Disadvantaged Child, Los Angeles: University of Southern California, March, 1965

II UNDERSTANDING THE STUDENT IN ADULT BASIC EDUCATION

The teacher of adult basic education classes needs to develop a number of competencies and specialized skills, yet probably nothing is more important than for him to secure a deep insight into the nature of the students with whom he will work. He must thereby develop realistic and constructive attitudes toward them.

To be successful the teacher needs to understand the undereducated adult for what he is and to respect him for what he wishes to become. This student is a product of his home and community environment. He is generally a member of a sub-culture within the total American society and holds a different set of values and aspirations. Accordingly he is likely to employ some behavior patterns considered atypical by the great bulk of U.S. citizens.

The person who enrolls in an adult basic education class is to be applauded greatly for a display of real courage in returning to school in the face of a number of formidable barriers and also because, by the very act of enrolling, he has had to admit publicly that he is "under-educated" or "functionally illiterate"; he possesses a great and serious defect which may have caused him all sorts of problems and now he is going to do something about it. He must be treated as a human being with the right and need to retain his dignity as an individual. This adult has the feelings and basic motives of all adults and generally is quite capable of learning. Many undereducated adults are suspicious of educated persons and react negatively to criticism, condemnation or any hint of snobbishness on the part of their instructors.

General Objectives

This section of the course of study seeks to contribute to the following general aims:

1. The teacher must overcome his fear of dealing with persons who come from a background considerably different from his own.
2. The teacher must build a base for understanding and dealing constructively with these students.
3. The teacher must gain confidence in his ability to offer vital help to the undereducated adult.

Content

The topics with which this section should deal include:

1. Why people behave as they do

. . Human behavior has been described differently by various psychologists according to their varying frames of reference or points of view. It would be helpful to the teachers of the adult basic education classes to study one or more of these systems so that they may understand that the behavior patterns of all persons are fairly predictable if we know enough about them. Accordingly (1) some combination of need and drive theory and (2) the developmental task concept should be explained.

2. Cumulative deficits and developmental task decrements

The undereducated adult is an especial problem to himself and society because some of his drives and needs have been inadequately satisfied or certain of the developmental tasks have not been fully achieved. As these deficits accumulate, social and personal impairment in achieving goals, in personal satisfaction, and in life successes generally would be expected to increase with resulting disadvantage to the adult. Because of these cumulative deficits and decrements he finds himself subjected to more stress and increased difficulty of adjustment as he matures.

The prospective teacher of Adult Basic Education classes must be assisted in understanding the nature of these conditions which cumulatively operate to debilitate and disable and to recognize the environmental influences which have affected the relative lack of success in satisfying basic needs and drives.

3. Commonly expected atypical behavior patterns

The unmet needs and unsolved tasks lead to various defense and avoidance mechanisms, (e.g. agressiveness, lethargy, withdrawal, lying, bragging, projection, rationalization, repression, etc.). Teachers must learn to expect these kinds of responses, especially if they press too hard, and must know how to deal with them. These mechanisms are understandable and predictable reactions to continued stress and problems of adjustment. Actually most of the undereducated adults manage to operate pretty well in society. However, they have learned to avoid school situations (situations which in the past have been painful for many of them), to be resistant to learning which may require skills which they do not possess, and to maintain a suspicious and defensive set in social situations which typically have resulted in rejection by others. The Adult Basic Education classroom must be supportive, flexible and inclusive. Teachers must become sensitive to their students and avoid coercive pressures which may stimulate and accentuate defense and avoidance mechanisms.

4. Psychology and sociology of minorities

A large proportion of the undereducated adults come from one or more of the minority groups in our society. Thus the teacher of adult basic education classes should understand something of the nature and problems of the minorities. There is ample sociological literature on the subject of race and minorities. Personal interaction with "basic instructors" from minority groups is probably the best way to understand feelings, defenses, and values of people who are constantly being made to feel different in our society. In Colorado, of course, the three major minority ethnic groups are the Spanish-American, Indian and Negro.

5. Lower class sub-cultures

In our society the lower socio-economic groups form identifiable sub-cultures. These have certain characteristics which teachers need to explore in order to understand their students better.

The teacher should review the ways in which stereotypes are used by all human beings as the quick and necessary method of classification requisite to rapid response in any action situation. The teacher's own attitudes must be brought out, and he must start to concern himself with process in social interaction situations rather than content alone. He must recognize that stereotyping is essential, but that he must reserve judgment on any unique individual until he has sufficient data to make meaningful assessments of the person. The adult from a lower class sub-culture is a member of this group largely by accident, birth or chance. It is an oversimplification and generally untrue to say that he doesn't know any better and is happy in his present situation.

6. Problems of acculturation

The teacher needs to understand how the undereducated adult can find ways out of his disadvantaged status and ways up through the opportunity system to achieve the "success goals." Operationally, the student must find ways to break out of the system in which he experiences failure. He needs to gain new potentials for life. The problem here is how to find and sustain these potentials. The teacher must help him restore a decent self-image. The teacher must learn to provide motivations for the disenchanted. In short, the teacher must learn how to help the student expand opportunities--both within and without.

Most persons in our society share a set of specific values. They want to have the "good life" which means money, security, a home, a family, and other objects of success. The "success-goal" orientation is general in our society. The access to achievement of these success-goals is differential. The adjustments people make to this conflict between aspiring for the success goals and the blocks in the opportunity system to achieve these goals are precisely the things which set people apart. The opportunity system theory should be thoroughly explored.

Whether or not these people realize it, one of the most important tasks facing them is the need to become participants on a wide scale in the dominant culture. The member of a minority sub-culture must be helped to build a self concept as a full-fledged American in citizenship and in culture. He needs help in preserving the good points of his sub-culture while he increasingly adopts the characteristics of the broader American way of life. The teacher should study problems of acculturation.

7. Strengths and weaknesses of the undereducated adult

Teachers must recognize that the undereducated adult typically possesses both strengths and weaknesses. For example, according to William Brazziel some of these would include the following:

Weaknesses	Strengths
Pragmatic	Loyal to his group
Parochial - clannish	Not highly competitive
Projective	Equalitarian
Non-introspective	Able to relax
Poor use of language	Humorous
Anti-intellectual	Nurturance (helps others)
Low achievement	Tractable
Minimal aptitude	Needs order

Experiences

In order to help prospective teachers get a deeper understanding of the student in adult basic education classes, the following kinds of experiences would be valuzble:

1. Analysis and discussion of case study material. (See sample case studies attached)
2. Use of tapes of group counseling demonstrations with "basic instructors." (The University of Colorado has tapes available.)
3. Study of welfare files.
4. Interviews with welfare workers.
5. Classroom visit and informal discussion session with welfare workers.
6. Preservice teachers travel with welfare workers.
7. Students tour neighborhoods from which the adults will come.
8. Use of "basic instructors" from welfare rolls.
9. Visit adult basic education classes.

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Some of the many pertinent references include the following:

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Ulibarri, Horacio, Social and Attitudinal Characteristics of Migrant and Ex-Migrant Workers, Albuquerque; College of Education, University of New Mexico (U.S. Office of Education, Coop-Research Project #k-005), January, 1965.

CASE STUDIES IN ADULT BASIC EDUCATION PROGRAMS

by
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CASE STUDY - Mr. K.

Mr. K. is in his late forty's, married and has 12 children. His achievement level is somewhere between the third and fifth grade. He is preparing for entry into the training program.

Mr. K's problem came to our attention when he showed us a summons to appear in small claims court for an overdue bill of $29.89.

His story unfolded as follows:

1. Mr. K. had made a small purchase on time and had been unable to meet his financial obligations. Therefore the bill had been sent on to the collection agency and interest had been building up.

2. Mr. K. had contacted the collection agency and asked if he could pay so much a week until he had paid off the outstanding bill. The agency indicated that they would have to have the entire amount as their bookkeeping costs were too great to accept small weekly payments.

3. Since Mr. K. could not acquire enough to pay the bill in one lump sum, the bill was turned over to the small claims court.

Problem: How can this non-learning problem be solved and what are its implications for the program of basic education.

IMPLICATIONS OF THIS CASE FOR THE PROGRAM OF BASIC EDUCATION

1. For problem centered learning - financial planning, costs of buying on credit, percentage
2. For counseling and guidance
3. For agency coordination - court
4. For short-term assistance - small loan
5. For staffing
6. For attendance policy - to be handled after class
7. For scheduling
8. For patterns of adult development - financial stress
9. For financial resources - loan

CASE STUDY - Mr. H.

Mr. H. is in his middle twenties, unmarried. His achievement level is somewhere between the ninth and eleventh grade. He is refreshing his academic work with the goal of entering the bookkeepers vocational training program.

Mr. H's problem came to our attention when he showed us a summons to appear in Federal Court at the State Capitol some 90 miles distant and wanted to know if a bus would pick him up.

His story unfolded as follows:

1. Mr. H. had applied for a temporary job with the Post Office during the preceding Christmas season. In filling out the applications, he marked an x in the box indicating that he had not been arrested. He did not get the job.

2. In checking all applications, Mr. H's record showed that he had been arrested a number of times and therefore the Federal Court started proceedings.

3. A check of his record showed that in the majority of his arrests a disposition of not guilty had been returned, and that he had committed himself about this time to the local State Hospital for psychiatric evaluation.

Problem: How can this non-learning problem be solved and what are its implications for the program of basic education.

IMPLICATIONS OF THIS CASE FOR THE PROGRAM OF BASIC EDUCATION

1. For problem centered learning - understanding of the law and legal procedure, court language
2. For counseling and guidance - follow up on comprehension of the scope and implications of problem for future as bookkeeper
3. For agency coordination - courts, law enforcement, and state hospital
4. For short-term assistance - accompany to court, short term loan for fine
5. For staffing - someone who understands legal procedure and who can follow through
6. For attendance policy - excuse for court
7. For scheduling
8. For patterns of adult development - personal disintegration during early crisis period
9. For financial resources - short-term loan, transportation to court

CASE STUDY - Mr. E.

Mr. E. entered the project on the Monday before Christmas. On Wednesday his problem was brought to the attention of the Project Director for the purpose of helping him to work out a solution.

Mr. E. is in his early twenty's, married, with five children. He entered the program at the beginning reading level being unable to read at all.

His problem as he related it was concerned with a warrant out for his arrest because of traffic violations and failure to pay the fine. As the story unfolded the non-learning problem developed as follows:

1. Mr. E. could not read so he had someone else take his test for a driver's license and was granted a license.

2. He had one outstanding traffic violation - for racing, in another country.

3. His license expired and he could not take the test because he could not read and because he knew there was an outstanding traffic violation against him and he did not have sufficient money available to pay the fine.

4. Three more citations were issued for operating a vehicle without a license. Warrants were later issued for Mr. E's arrest.

5. In order to avoid arrest, Mr. E. moved his family every month or so.

6. There is no bus transportation to school.

Problem: How can this non-learning problem be solved and what are its implications for a program of basic education.

IMPLICATIONS OF THIS CASE FOR THE PROGRAM OF BASIC EDUCATION

1. For problem centered learning - road signs and driving language, understanding of law and legal procedure, letter to judge, financial planning
2. For counseling and guidance - follow up of comprehension and follow through on steps taken to resolve problem
3. For agency coordination - work with courts and law enforcement agencies, Department of Motor Vehicles
4. For short-term assistance - accompany to Court
5. For staffing - someone knowledgeable in working with courts and the law
6. For attendance policy - excuse student for appearances in court
7. For scheduling
8. For patterns of adult development - major crisis period in moving from adolescent to adult sphere of acting
9. For financial resources - small immediate loans for payment of fines

Other problems: Effect of moving on children and their school and family life.

CASE STUDY - Mrs. J.

Mrs. J. is a young woman in her late twenty's. Both she and her husband are in the project. They have three children. Her achievement level is somewhere between the third and fifth grade. She is preparing to enter the cook's helper program.

Mrs. J's problem came to us when Mr. J. asked if we could be of any assistance in helping him secure medical assurance that there would be no more children born into their family. They had three children and Mrs. J. had had three miscarriages. Her concern about further children was causing disruptions in their marital relations.

Her story as it unfolded was as follows:

1. After the three miscarriages, they had requested surgery through the County Hospital only to find that there were no indicated medical reasons why she should miscarry. Therefore surgery could not be recommended in terms of the hospital's policy.

2. She was referred to a doctor for birth control pills. However, during her discussions with the doctor she did not understand what he was discussing with her and was afraid to ask questions. She was provided with pills but could not follow the directions on the box.

3. She brought the pill box to the Vocational Counselor who is a woman and who assisted her in reading the directions and encouraged her to carry through with the pills. However, somewhere, she had heard that the pills were not 100% sure so decided against taking them.

4. The case worker discussed this further with her and tried to identify other avenues through which this family could find a surgical answer to their request.

5. Mr. J. indicated that he had found a private doctor who would perform the surgery on him if he could pay $50 in advance.

Problem: How can this non-learning problem be solved and what are its implications for the program of basic education.

IMPLICATIONS OF THIS CASE FOR THE PROGRAM OF BASIC EDUCATION

1. For problem centered learning - reading skill and comprehension of birth control instructions, financial planning
2. For counseling and guidance
3. For agency coordination - public health service, welfare, private agency resources for birth control, question of public health services and policy
4. For short-term assistance
5. For staffing - approachable staff in all matters as student may contact any one of staff
6. For attendance policy - none
7. For scheduling - none

8. For patterns of adult development - child rearing as it affects career development and the economics of family life
9. For financial resources - need for loan fund or credit union to provide limited short-term loans.

Other problem: Problem of administrative involvement over and above referral because of religious and social objections found in some groups.

III TEACHING ADULTS

The really important work, that of teaching and learning, involves the teacher and his students. All the other efforts of preservice and inservice training, supervision, program evaluation, and administration are before, after and beside the fact. Somehow in the class setting the adult students must be brought into meaningful contact with the appropriate subject matter--this is the central task of the person engaged in teaching undereducated adults.

General Objectives

This section of the course of study should focus on the following kinds of aims:

1. The teacher engaged in adult basic education must be convinced of the fact that adults really do possess the ability to learn and often to learn with surprising effectiveness--"You can teach an old dog new tricks."
2. The essential conditions of learning should be understood so that suitable methods and procedures may be selected and adapted for use with adults.
3. The teacher must gain the ability to plan flexibly and appropriately for his classes.
4. Teachers must learn to anticipate certain special problems in dealing with the undereducated adult.

Content

Suggested topics include:

1. Adults can learn

Many authorities in adult education have addressed themselves to the question of how well the adult can learn. The consensus of opinion based on experience and research is that, even though the speed of learning tends to diminish somewhat with age, the adult student can and does learn those things which he feels are related to problems which he meets in the community, relevant to his personal goals and ambitions and satisfying to his present interests.

Teachers of adults profit from the assurance and demonstration that adult students can effectively learn.

2. Conditions of learning

Teaching will be improved if the instructor understands something of the process by which people learn. Certain conditions are essential to desirable learning in the class context. Some of the more important are described below:

a. The individual learns. Learning is individual and personal.

Even though the instructor normally deals with a group of students, he must remember that each person learns by himself in his own way.

b. Learning is an active process. Students learn best when they participate in the learning activity. Truly passive students are bystanders, not a part of the learning process. Just as one cannot learn to type without touching the keys with one's fingers, so students cannot really master the subject matter without actively dealing with the ideas and concepts, using the facts and information, and practising the skills. Memorization is at best temporary and sterile learning.

c. Learning depends upon past experience. Adults are blessed with rich backgrounds of experience. This is one of the factors which tends to cancel out the diminishing capacity to learn with great speed. New learning has real meaning only as the instructor is able to help students join the classroom material with their past experience.

d. Learning is concerned with purposes. The individual learns what he feels he needs to learn and he is satisfied or dissatisfied according to whether or not the learning seems to him to fulfill his purposes. Even though adult students may occasionally accept the teacher's goals, their own purposes are more important to actual learning effort.

Teachers regularly make two serious instructional errors in regard to purpose. Adults, especially, complain that they always seem to be seeking answers to questions posed by the teacher or the textbook. They seldom are allowed to work on their own questions. In addition, teachers often make the mistake of giving the answer too soon. They may actually prevent students from solving problems by providing the solution too quickly.

e. Learning outcomes are many. Some instructors seem to believe that the only kinds of learning with which they are concerned are intellectual. Actually, students learn many things in class, some of which the teachers intend for them to learn. Learning does include facts and abstract information, but it also includes principles, concepts, skills, attitudes, and interests.

f. The teacher is a guide. The essential role of the teacher in the classroom is a guide to learning. Ultimately the responsibility for learning is the learner's. A teacher provides the materials and the setting for learning, initiates certain processes, and generally attempts to facilitate learning.

A study of such essential insights into learning will help the teacher of adults determine productive approaches to learning, select appropriate methods of teaching, and evaluate well the actual outcomes. This topic might also point out common fallacious theories of learning, e.g. the mind muscle theory, learning must be painful theory, etc.

3. Methods of teaching

The methods or styles of teaching may well vary widely among individual teachers and different class situations. However, all teachers of adults should keep in mind the following points in their instructional work:

a. The attendance in most cases is voluntary; the adult students are free to leave any time they feel the work is not worthwhile. Therefore, teaching should strive, from the very first session, to provide something each time which the students learn and thereby

experience a sense of achievement.

b. Teachers must recognize the maturity of the students by treating them as adults, capable of and accustomed to making significant decisions.

c. Instruction should be tied to immediate benefits which are apparent to the students. Their present problems, needs and goals provide the best starting points.

d. Adult students tend to prefer a classroom climate which is easy and informal but a content which is structured and task oriented.

e. Adults need time to learn. Because their speed of learning may have diminished, they should not be unnecessarily pushed or hurried through the material.

f. All adults, but especially the students in adult basic education classes, must develop confidence in their ability to learn, to progress and to achieve. This growing self confidence, of course, results from the continued experience of success in class and is a vital preparation for later, more challenging learning.

g. Adult procedures should minimize competition among students, especially at first, and stress self competition.

h. Methods must be flexible. The teacher of adults should adapt his teaching to the students and their needs, not always force students to adapt to his methods. The instructor must feel free to build his curriculum as he progresses and not be tied to a rigid course of study.

i. These students profit from an action approach. They can be expected to react very negatively to highly abstract material. They feel better doing, manipulating things; they want "less talk and more do."

j. Adults need guidance and support in the classwork. They tend to lean heavily on the instructor at first. Many require assistance in examing unrealistic goals and aims.

k. Instruction should emphasize procedures which are self stimulating and self reinforcing. For example, some of the programmed materials and machines may prove useful because of their ability to provide immediate reinforcement. Experience with the use of these materials with undereducated adults suggests that the machines, particularly, appear quite formidable to the students at first and require much teacher support and encouragement. However, they may also be a later means by which the teacher may "wean" the students away from overdependence on him. This topic might well include a discussion of promising approaches for use with adults in the various levels of education. The new teacher of adults needs to have a good idea of how to start things off and build some instructional momentum which will carry the pupils on into the learning. Specific techniques such as small group discussion, large group discussion, role playing, individual study, and grouping within the class should be studied.

Some of the instructors who have been working in elementary and secondary schools must become aware of how the task of teaching

adults differs from teaching children and youth. These persons are representatives of precisely the systen which has failed to solve the problems with which these adults are faced. For example, the teacher must learn the art of inclusion. The public schools operate somewhat on the basis of exclusion -- two tardy slips equal one absence, three absences, see the principal, two trips to the principal and suspension or expulsion, and so on. The purpose of the basic education program is to educate. It will not succeed in educating by ejecting a student again at the adult level, particularly if the expulsion is based on a rigid adherence to rules of attendance, tardiness, or unimportant aspects of classroom behavior.

A teacher who has worked in a fairly rigid system such as the public schools or the welfare department will find it difficult to give up old behaviors. If he understands the nature of the opportunity system which respects the adult as an individual who was not given a choice about social mobility, he will be freer and more willing to take the kinds of risks that are essential to an innovative and experimental educational program.

4. Planning

Teachers of adults must develop skill in planning for teaching. They especially need practice in writing daily lesson plans from which they can work with a measure of security and self confidence.

Planning, of course, is greatly concerned with objectives. The objectives of the adult basic education program, the objectives of the teacher, and the objectives of the students are all important and should be examined in relation to the task of planning.

Regardless of the written curriculum guide for the adult basic education courses, the instructor, himself, must continually make planning decisions, remain flexible in order to adapt instruction to the students and the available materials. The teacher makes curriculum as he goes along. This topic should help prepare him for this task.

Some overall planning is essential to the basic education program. Teachers need some guidelines to help them plan specifically for whatever level they may be assigned to teach. For example, it is sometimes recommended that the objectives and content of Adult Basic Education be divided into three levels (i.e., Level II, equivalent to grades 4-6; and Level III, equivalent to grades 7-8) and specific skills described for each. Two publications in the bibliography of this section are especially helpful in this regard: Guidelines for Teaching the "Undereducated Adult" (Department of Public Instruction; Olympia, Washington) and Basic Education for Adults: A Report of the California State Committee on Basic Education.

One very important aspect of individual teacher planning for the lower level basic education classes is the need for integrating the learning. Rather than a curriculum which keeps the content separated

according to various subject matter divisions, the adult student in the lower level classes profits most from an integrated approach. Obviously the most vital need at first is to develop and improve basic communication skills, especially reading. However, the focus of the instruction is upon the learner and his environment. As quickly as possible the academic skills must be used functionally in dealing with the problmes of living and the conditions which surround them. Thus the teacher makes it possible for the students to deal in the classroom with things in which they are interested and vitally concerned and, at the same time, build the skills which they need.

The area of home and family living is a good example of an area of study which contains a number of pivotal questions or topics related to the lives of the adult students which might well bring together aspects of reading, language arts, arithmetic, applied science and social studies. In fact this whole area is full of possibilities for using and developing skills as the students answer qeustions and solve problems important to them. Consider the need to employ arithmetic and reading skills and principles of nutrition in planning menus, developing grocery lists, securing consumder education insights and making out family food budgets as one illustration of the rich variety of potential centers for integrating learning in basic education classes.

F. Special problems in teaching the undereducated adult

The teacher of adult basic education classes should be alerted to special problems which are not usually met, at least in the same degree, in the usual adult classes or in public elementary and secondary schools. Some of these include:

a. Barriers to attendance and learning operate to prevent undereducated adults from enrolling in the program, to reduce the learning effectiveness of those who do enroll and to cause a number to drop out of the course along the way. These barriers are real and present to the adults; they must be dealt with and overcome with the help of the teachers and counselors.

The deterrents to maximum attendance and learning tend to lie in financial exigencies, family problems, soical pressures, personal problems, and just plain fear. The undereducated adult often lives on the ragged edge of economic survival and any additional cost which attendance in the program might cause (pencils, paper, clothes, transportation, etc.) gives him a reason, real or imaginary, for not participating. The student usually has considerable family responsibilities to fulfill and the adult basic education classes are in addition to these. Students who do enroll and continue in the program must do so in spite of continuing pressures by friends and neighbors who may ridicule and taunt them. The undreducated adult admits publicly that he

cannot read and write or that he is "undereducated" by his very enrollment. Undoubtedly the greatest barrier is fear. Many adults fear that they cannot learn anything; they feel they are too old or too 'dumb" to learn. Others are genuinely fearful of returning to school because of previous dissatisfying experiences. Some are simply afraid of something new and different.

Teachers must understand such barriers and be prepared to deal helpfully with them.

b. One significant problem which the adult basic education program must face is the need to make it attractive and to avoid repellent lables. The teacher, himself, as well as the publicity about the program, must avoid such labels as "illiterates," "functional illiterates," and "undereducated adults" and use instead such terms as "basic education," "general education," and "vocational education." The program should not use such titles as "beginning reading," "remedial arithmetic," and "elementary science" but should use instead such terms as "developmental or speed reading," "general math," and "basic science."

Students deserve the right to retain their dignity and to develop a satisfying self concept.

c. The problem of motivation is an especially important one with these students. They need assistance in directing their efforts toward achievement of substantial personal, social and vocational goals. Obviously then the adult basic education goes beyond the oversimplified aim of merely helping adults to read and write.

Teachers of undereducated adults should consider their possible contributions in helping the students formulate individual personal and social goals which are realistic and desirable. The pupils need assistance in knowing the possible vocational fields open to them and in recognizing the value of the courses in adult basic education in preparing for potential jobs. Beyond this these students need continued success experience in class and steady support and encouragement by the instructor.

d. Evaluation in adult basic education classes must be handled very carefully. Many of these persons feel that tests and examinations were the instruments which really caused their failure in school. Therefore, it is often recommended that at first the evaluation should be made on the basis of individual teacher judgment based on interview. As the course moves along and simple appraisal techniques are used "for guidance purposes" or "to find how much you know" not to "find how much you don't know," some standardized instruments may be brought in gradually. It may be helpful later to teach students how to take tests especially those which they may meet in applying for employment.

e. The grade placement and grouping of adults is another problem to be anticipated. Currently a large number of new materials suitable for use with undereducated adults is emerging. Among these surely there will be tests and examination batteries to utilitze in addition to or in place of the present standard instruments such as the Iowa Achievement Tests, California Achievement Tests, and the Stanford Achievement Tests. When such standardized instruments are employed with adults, it would seem wise to explain carefully the purpose and the nature of the test, provide sympathetic assistance and support, possibly extend or ignore time limits and seek norms for use with undereducated adults. Rough grade placement is, of course, the aim here and early experience with adults seems to indicate that beyond the very lowest levels they generally respond well to the opportunity "to move up to the next group" or "to see how much more they now know." Grade level labels should be played down and "skill improvement" or "content achievement" played up.

Grouping into classes should be kept as fluid as possible to allow students to be moved ahead as rapidly as possible. There is some evidence based on the experience of persons long involved in adult basic education that 15 students is a maximum size for classes at lower achievement levels. Grouping within these classes into small groups of 2 or 3 makes it possible for students to study, work and evaluate together informally for internal support.

References

A few of the many pertinent references include:

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How Adults Can Learn More Faster, Washington, D.C.: National Association of Public School Adult Educators, NEA, 1961

Kidd, James R., How Adults Learn, N.Y.: Associated Press, 1959

Training the Hard-Core Unemployed, Washington, D.C.: U.S. Government Printing Office, Office of Education Cooperative Research Monograph No. 13, 1964

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IV TEACHING READING TO ADULTS

The most important subject of the adult basic education curriculum is reading. The ability to read is the key to all future educational success. It opens the door to all knowledge and furnishes the individual with a means for future self-improvement.

General Objectives

This section should contribute to the following kinds of goals:

1. The teacher should realize that the ability to read is the greatest gift education can give to the undereducated adult. Along with reading must be taught the related skills of writing, spelling, and speaking. Not only reading and its related skills are to be taught, but also the development of the individual to his utmost capacity, so that: he will make contributions to society, as a wage earner and a member of a family unit; he will become a happy and well-adjusted person socially; he will make maximum contribution to the life of his community and participate effectively in the American way of life. In the end the goals of a reading class for undereducated adults should be to raise or bring all members to at least an eighth grade level of reading so that they may become functioning members of society as rapidly as possible. Continued learning throughout life is widely accepted as a goal of all adult education.

2. He must gain understanding and skill in the use of methods and materials appropriate for reading instruction.

Content

The topics with which this section should deal include:

1. Aims of the instruction in reading

The teacher should have the opportunity to discuss the aims of reading instruction. For example, the teaching of reading should:

a. Be made pleasurable.
b. Be related to other subjects, skills, and the daily life of the adult.
c. Be a mixture of reading signs, posters, ads, labels, price tags, newspaper headlines, articles, and short stories.
d. Be recognized by the adult as a key to further pleasure, information, and knowledge.
e. Attempt to foster a habit of reading.
f. Lead toward ownership of some books and the beginning of a personal library.

2. Steps in teaching reading

Certain steps in teaching reading to adults are suggested. The teacher should explore the following in detail:

a. Use of the word-picture approach by means of a prepared set or word-picture cards containing a unit of related words.

b. Presentation of words, phrases, or a short story through dramatization and visual materials--doing, saying, seeing at the same time.

c. Use of a simple reader with selections containing the basic words and situations or stories built around a central character who goes through the "problems" of the learner in real life situations.

d. Use of games and diagnostic and remedial procedures and methods.

e. Reading for detail in order to follow directions and get necessary information.

f. Teaching a basic stock of sight words through the medium of a filmstrip or picture cards in which the words are associated with their pictoral presentation to be followed by a simple recognition test to determine readiness for a reader.

g. Teaching a strong phonics program. Hearing the phonemes of the language correctly, relating the sounds to letters, and hearing and writing correctly the spoken sounds and syllables, learning consonants, consonant blends, vowels, vowel team, syllable, root, prefix, and suffix sounds are important.

h. Use of manuscript writing for older people just learning to write the letters, but switching to cursive writing as soon as possible.

i. Adults in beginning reading must master the instant recognition of, spelling of, and use of a minimum basic vocabulary. (Stone's 100 basic first grade words and Dolch's 220 basic sight word list are good examples.) These basic word lists may also be taught by:

(1) Experience stories written with the learner.

(2) Programmed material such as prepared by Sullivan Associates, Webster Division, McGraw Hill.

j. Incorporation of considerable writing and spelling practice in the reading lesson.

k. Planning, from the beginning, some kind of specific orientation to vocational language needs. This can be done by learning to fill in blank forms, such as: registration form, job application, health insurance, checks, notes, etc.

3. Learning to read encompasses four major tasks:

a. Developing skill in word recognition

(1) The beginning adult learner must be taught to read, tell and write his name, age, birthdate, birthplace, and place of residence.

(2) The beginning adult must learn to read and write the alphabet.

(3) He must be told about reading from left to right on each line.

(4) He must learn association of sounds with letters that make the sounds.

(5) The beginning adult should be able to recognize letter names and sounds in initial, medial, and final positions in words used.

b. Learning phonetic and structural analysis skills (Phonetics is the science of the elementary sounds uttered by the human voice in speech, including the various distinctions, modifications, and combinations of tones.)

(1) Adults in beginning reading must be given special help to learn the consonants, vowels, and sounds made by single letters, blends, digraphs, silent consonants, diphthongs, and syllabication. (An outline which summarizes phonics may be found in Appendix B of the book by Albert J. Harris entitled Effective Teaching of Reading, David McKay, 1962.)

(2) The beginner should be familiar with noun and verb endings, i.e. s, es, ed, ing, etc.

c. Developing comprehension skills

(1) As rapidly as possible the adult reader should be assigned reading material at his reading level which he must read and then tell what was read.

(2) He should have the ability to use basic dictionary skills, i.e. looking up words for meaning, alphabetizing, interpreting simple diacritical markings, accent, etc.

(3) He should increase continuously in his ability to recognize, say, and understand new words.

(4) He should strive constantly to increase his speed of reading and his comprehension of what was read.

(5) Daily he must add new words to his various vocabularies--listening, speaking, reading, and writing.

(6) Greatest emphasis should be given to reading context materials for understanding of concepts or ideas presented in the materials.

d. Providing much easy reading practice

(1) Reading will never be meaningful or pleasurable without sufficient vocabulary to read with easy understanding. Therefore, extent of vocabulary must be assessed and lessons planned to attempt always to expand vocabulary.

(2) Reading ability matures by acquiring sequential skills, step by step, enabling the student to read more and more adult material with pleasure, satisfaction, and understanding.

(3) The teacher must develop an awareness among the adults for the importance and necessity of being able to read such things as road and traffic signs, calendars, the Bible, newspapers, magazines, telephone books, etc.

4. Materials for teaching reading

There are now available several material systems (basic education curricula that integrate the various disciplines into sequential programs of instruction beginning at grade one and continuing through grade eight) for adult basic education:

a. System for Success, Follett Publishing Company
b. Words in Color, Encyclopedia Britannica
c. Laubach System, Laubach Foundation
d. Learning Laboratories, North Carolina Department of Community Colleges
e. Steck System, Steck Publishing Company
f. Reading in High Gear, Science Research Associates
g. Uniform System, Mott Foundation Program
h. Operation Alphabet, National Association for Public School Adult Education

i. Read and Write Series, Holt, Rinehart and Winston
j. Sullivan Associates, Webster Division, McGraw Hill

5. Writing and spelling skills as related to reading

The teacher should explore writing and spelling as related to his teaching of reading. Some of the concerns include the following:

a. Remember that the beginnings of writing and spelling must parallel each other.

b. Beginners must be taught exactly where to begin to make each letter.

c. Beginners should be taught to write the alphabet in manuscript form but as soon as this is accomplished switch to cursive and learn the alphabet again as it should be written both in upper and lower case letters.

d. Help him see that b,d,h,k,l, and t are tall letters and should start on the line used and extend nearly to the line above.

e. Teach the beginner to see that f,g,j,p,q,y and z extend below the line at least halfway to the next line.

f. The letters, a,c,e,i,m,n,o,r,s,u,v,w, and x are written exactly the same height.

g. When using cursive writing show exactly how and where each letter connects with the one following it.

h. When beginning sentences explain that the first letter is capitalized.

i. Explain the punctuation marks used to end a sentence, i.e. telling ends with a period; asking ends with a question mark.

j. Some of the skills helpful in learning to become a good speller are:

(1) Learning to pronounce letters and words clearly and distinctly.

(2) Learning the sounds made by individual letters and groups of two or more letters when used in words.

(3) Learning to listen for and write letter sequence in words.

(4) Learning to break up words into sound units or syllables.

(5) Learning to write words by associating the sounds one hears with letters or letter combinations which usually produce these sounds.

(6) Learning how the actual sound and spelling of words are sometimes different.

(7) Learning what letters or combination of letters are your trouble spots in your spelling lists.

(8) Trying to develop the skill of an accurate visual image of the word.

(9) Developing the skill of associating words containing similar spelling elements with each other.

A prerequisite for learning to spell is desire on the part of the learner to want to spell well. Speed is not essential but accuracy, understanding and successful performance are. There are no easy methods of becoming a good speller, but if the beginner will strive earnestly and work diligently he will be rewarded by becoming a good speller. Use of the dictionary should be taught.

6. Speaking as related to reading, writing and spelling

The teachers should discuss the relationship of speaking to instruction. This topic might well include the following points:

a. In most cases the beginner will have a speaking vocabulary relating to his experiences.

b. Use the experiences of class members for discussion or conversation as an ice breaker to get each class session rolling.

c. This is the time for the student to learn idioms, phrases, and colloquialisms which they hear and should be able to use in their everyday life.

d. Informal greetings, inquiries about the health and family of the class members all form part of this activity.

e. More formal discussions can be based upon information, directions, current affairs, planning trips.

f. Each student should be encouraged and given the opportunity to take part freely in the conversation or discussion.

g. The things the class members talk about can be used in forming reading, writing, and spelling classes for the entire group.

h. Talk informally in class with or about some of the important people in town who are charged with the responsibility for serving and protecting the residents - judge, mayor, council members, political candidates. They will tell how they perform their duties and responsibilities and their expectations from the students in the class as members of the community.

i. The relationships established in the classroom can serve as a basis upon which to build in order to acquaint the adult student with his community. He will know what services are available and how they may be secured. Also he will become aware of his own responsibilities.

j. The awareness of the relationship between the adult and his community is necessary in preparing for a satisfying, mature life.

k. Some of the agencies or institutions which may be included in planning for this part of the program are: (1) post office, (2) library, (3) public park, (4) health service, (5) fire department, (6) city hall, (7) hospital, (8) newspaper plant, and (9) supermarket.

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V TEACHING BASIC MATHEMATICS TO ADULTS

From a practical standpoint the average person needs an understanding of basic arithmetic. He needs to know how to add, subtract, multiply, and divide, a knowledge of fractions, compound numbers, decimals, how to apply decimals and fractions in percentage, computing interest, sales tax, and other taxes.

There is also a peculiar disciplinary value to teaching arithmetic. While the adult is learning the various functions of arithmetic he is also gaining experience in the ability to reason, to judge, and to think. He is gaining experience in completing a given problem or project by carrying out the functions necessary to completion of the assignment.

There are two chief ends to be sought in teaching arithmetic--facility and accuracy. The adult must learn to work rapidly and accurately in the solution of his arithmetic problems.

Both oral and written work must be employed. Great care should be taken to have all written work neat and methodical in its arrangement, thus tending to form good habits.

In the selection of material in arithmetic there is a splendid opportunity to make use of the environment. Suppose, for instance, a house is being built in the neighborhood. Let the students measure its dimensions and calculate its cost. Excavation of the cellar and erection of the wall would illustrate cubic measure; the surface of the interior and exterior in siding, roofing, plastering, papering, painting, etc., would furnish examples in square measure; linear measure would be in constant use; the estimates of cost of materials, labor, supervision, etc., would make many practical examples. About all of practical arithmetic would find illustration in such an enterprise. It would be a live, real subject, full of interest and utility, which would last for days and yield results of far greater value than anything contained in the books. Problems connected with everyday life, on the farm, in the store, shop, or factory can easily be originated by both students and teacher, making arithmetic a vital and valuable school subject. Teachers should not hesitate to consult with men in practical life to find out actual business methods in arithmetic. Nor should they fail to employ such methods as recommend themselves even if "the book does not say so." Such a practice would command respect among the patrons of the school.

Arithmetic is the science and art of numbers and it is founded upon a system of decimal notation. Its fundamental processes are addition, subtraction, multiplication, and division.

General Objectives

This section should help the teacher of adult basic education to attain the following aims:

1. He must gain the skills in use of methods and materials which

will allow him to give the undereducated adult the knowledge and technical skills needed in arithmetic to help him adjust to a complex society in which arithmetic plays a vital part.

2. He needs to accept the goal of the teaching of basic mathematics in the basic education program as an effort to raise the arithmetical ability level of the adult to an eighth grade level.

Content

The suggested topics which this section should present include:

1. Presenting basic mathematics

In dealing with basic mathematics certain cautions are indicated. For example:

a. Arithmetic must be taught to adults when the need arises from discussion periods, reading lessons, writing, etc.

b. At the basic level much of this phase of arithmetic will be oral because of the limited reading skills of the individual.

c. Many of the basic skills of arithmetic may be taught by job-related, family or living problems dealing with money.

2. Methods and materials

Teaching basic mathematics requires the understanding and mastery of a number of instructional procedures and materials. Some of the important things to consider are as follows:

a. Instruction should introduce and develop skill in counting orally and practice in writing the numbers.

b. Instruction should introduce and develop skill in the use of addition with whole numbers through such techniques as work on the 100 basic addition facts by flash cards and chalk board drills.

c. Skill in the use of subtraction with whole numbers must be developed through work on the 100 basic subtraction facts by flash cards and chalk board drills.

d. Skill in the use of multiplication with whole numbers may be encouraged if the adult is shown by example if possible, the need for learning and retaining the multiplication facts or times tables.

e. Instruction should introduce and develop skill in the use of long division with whole numbers by showing the need for learning and retaining the skills necessary for division of whole numbers.

f. To introduce and develop skill in the use of common fractions:

(1) Help the adult with his understanding of, use of, and need for fractions.

(2) Introduce fractions by talking about the fractional parts of the dollar.

(3) Instruct in addition, subtraction, multiplication and division of fractions.

g. In order to introduce and develop skill in the use of decimal fractions:

(1) Help the adult with his understanding of, use of, and need for decimals.

(2) Explain the use of money as it is written.

(3) Instruct in addition, subtraction, multiplication and division of decimals.

h. Introduce and develop skill in the use of per cent by:

(1) Explaining what per cent is and how it is used.

(2) Showing that per cent problems must be worked either as fraction problems or decimal problems.

(3) Showing need for learning percent problems by job-related examples as profit, loss, commission, discount, interest, and taxes.

i. Teachers should introduce and develop skill in the use of ratio and proportion as a problem solving technique.

j. Introduce and develop skill in basic geometry through the following:

(1) Need for geometry can be made job-oriented in finding areas, lengths, widths, volumes of floors to be covered, size of containers, etc.

(2) Teach the use and explanation of lines, angles, shapes of various objects seen in day to day living.

(3) Distinguish between linear feet, square feet and cubic feet.

k. Introduce and develop skill, use and idea of charts and graphs.

l. Teach as much arithmetic in personal situations as possible, trying to keep in mind the adults' needs such as construction and building work, home situations and business examples.

m. Leave your math classes open at the upper end for individuals who have the need and desire to go on to advanced algebra, geometry and trigonometry on their own.

n. Much related education can be taught in the mathematics room by the teacher who has a good understanding of math and who can relate this ability to real life situations meaningful to the adult. A good example could be the filling out of an income tax form incorporated into the duties of citizenship and the government's need for tax money.

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VI TEACHING LANGUAGE ARTS TO ADULTS

The study of language arts includes some vital skills needed in a literate American society.

General Objectives

The objectives which this section of the Course of Study should serve are the following:

1. The teacher of adults must recognize that the goals of instruction are generally to give the adult a better command of English in speaking and writing and specifically to raise his speaking, writing, and mechanical skills of grammar to an eighth grade level so that he may better express himself.

2. He must gain methods and materials suitable for teaching language arts to undereducated adults.

Content

This part of the course should include such topics as the following:

1. Need and purpose of improving language arts skill

Adults should be encouraged to discuss their needs for improving language arts skills. Most of these may arise out of everyday problems of living. Preservice teachers of adults can profit from discussing the language demands which effective participation in our culture requires and to formulate purposes for the instruction.

2. Methods and materials

Aspects of the instruction language arts which the teachers should examine include such items as the following:

a. Vocabulary building and word meanings

(1) Words used in context need to be read and understood.

(2) Following directions is important.

(3) The use of a word determines its meaning, i.e. store, watch, yard, page.

(4) Antonyms are words that are opposite in meaning, i.e. near-far, exit-entrance, true-false, broad-narrow, pretty-ugly.

(5) Homonyms are words that are pronounced the same but spelled differently and have different meanings, i.e. do-due-dew, rain-reign-rein, blue-blew, hymn-him, steel-steal, stake-steak.

(6) Synonyms are words that have the same or nearly the same meaning, i.e. allow-permit, order-command, keen-sharp.

b. Word forms

(1) Knowing the meaning of singular and plural. Knowing how to form plurals: by adding "s" and "es" without changing the singular as in ashes, insects; by changing "y" in the singular to "i" and

adding "es" as in cities, factories; by changing "f" or "fe" to "v" and adding "es" as in leaves, knives, wives; by adding "s" only to words ending in "y" preceded by a vowel as in monkeys. Sometimes words change in other ways to mean more than one as tooth-teeth, foot-feet; man-men, woman-women. Some words are both singular and plural in meaning as sheep, deer.

(2) Parts of speech for more advanced study (the newer linguistics approach may be utilized if desired)

(a) nouns--name a person, place or thing.
(b) verbs--show action or state of being.
(c) pronouns--used in place of nouns.
(d) adjectives--describe or limit nouns or pronouns.
(e) adverbs--used to describe or limit a verb, adjective or another adverb.
(f) interjections--used to show sudden or strong feeling.
(g) conjunctions--used to join words, phrases or sentences.
(h) prepositions--show relationship between two words.

c. Good usage

(1) Correct use of present, past, and past participle tenses of verbs.

(2) Use of auxiliary (helping) verbs as have, had, has, is, was, were.

(3) Use of the comparative form of adjectives when speaking of two things as sweet-sweeter, hard-harder.

(4) Use of the superlative form of adjectives when speaking of more than two things as best, hardest, sweetest.

(5) Words ending in "d" or "ed" are said to be past tense (meaning past time) as helped, sold, stood, wanted.

(6) Some words make changes within the word to form the past tense as strike-struck, sleep-slept, sell-sold.

(7) Show possession by using 's or s'.

(8) Use whom after prepositions.

(9) All right is two separate words, in most cases.

(10) Good night is written as two words.

(11) Written, frozen, shown, driven are usually used with helping verbs.

(12) Correct use of our, ours, is, are, am, which, done, except, expect, soon.

(13) Their and there sound alike but they do not mean the same thing. Their is used to indicate belonging to them; there means in that place.

d. Capitalization--attention is called to the following use of capital letters:

(1) First word in a sentence.

(2) Words used in talking about supreme beings, i.e., God, Jehovah.

(3) First and all important words used in titles of books, plays, signs.

(4) The pronoun "i" is always written as a capital.

(5) Names of holidays, i.e., Christmas, Easter.

(6) Names of the days of the week.

(7) Names of the months of the year.

(8) Proper names of persons, places, and things.

(9) Use a capital letter in words which refer to something belonging to or pertaining to a country as American, English.

(10) Use capital letters for names of religions as Christian.

(11) Use capital letters for names of races as Negro.

e. Punctuation--attention is called to the following uses of punctuation marks:

(1) Period (.) is used after a telling sentence, after abbreviations, titles.

(2) Question mark (?) is used after asking sentences.

(3) Exclamation point (!) is used after words or sentences expressing sudden or strong feeling.

(4) Quotation marks (" "--double) (' '--single) are used before and after exact words said by someone. They are placed around titles, plays, and poems when written in a sentence.

(5) Colon (:) is used in showing time, i.e., 8:30, greeting of a business letter, introducing a list of things.

(6) Semicolon (;) is used in place of conjunctions in compound sentences.

(7) Hyphen (-) is used to indicate division of a word between syllables at end of a line, part of spelling of some words as good-by.

(8) Apostrophe (') is used to show omitted letters in contractions and is used to show possession as Bob's hat.

(9) Comma (,) is used to separate city and state, month and year, after words used in salutation in informal letters, after words or phrases in a series, after yes, no, oh, well at beginning of a sentence, separate a direct quotation from the rest of a sentence, closing of a letter.

f. Prefixes

(1) A prefix is a syllable or word placed before the root word.

(2) A prefix changes the meaning of the root word.

(3) Some common prefixes and their meanings:

(a) re means back or again
(b) ex means out of, from or beyond
(c) un means not
(d) en means in, into, make, or make into
(e) prop or pre means before, for, or onward
(f) ab means away or from
(g) non gives the word the opposite meaning
(h) de or dis means down, from or away
(i) bi means two
(j) tele means far from

g. Suffixes

(1) A suffix added after a root word changes its meaning, adds a syllable or more, and may change its pronunciation.

(2) Sometimes the spelling of the root word is changed when a suffix is added; a consonant may be doubled; a final "y" may be changed to "i"; a final "e" may be dropped; various other slight changes may be made.

(3) The suffixes "s" and "es" change the number of things meant by the nouns.

(4) The suffixes "d" and "ed" change the time at which the section of the verb takes place.

(5) The suffix "ing" makes the action of the verb continuing.

(6) The suffixes "n" and "en" are sometimes added to the present or past tense of the verb to make the past participle.

(7) The suffixes "ate," "fy," "ize," and "yze" are sometimes added to make verbs.

(8) The suffix "ly" is added to adjectives to change them to adverbs, in most cases.

(9) The suffixes "er" and "est" change adjectives to the comparative and superlative degrees.

(10) These suffixes are used to make nouns from other parts of speech: ance (ancy, ence, ency), dom, es, er (or, eer, ier), ion (sion, tion, ation), ity (ty), ment, ness.

(11) These suffixes are used to make adjectives from other parts of speech: able (ible, ble), al (ial), an (ain), ant (ent), ful, ous, (ious, tious).

(12) Some common suffixes and their meanings:

(a) ing means continuing to.
(b) d or ed show action in past.
(c) ful means filled with.
(d) er and est show comparison.
(e) tion, ation, ition, sion, and ion mean act of.
(f) ly means in the manner of.
(g) al means having to do with.
(h) or and er mean one who or that which.
(i) n or en change the verb to the form usually used with words like is, are, were, have, has, had.
(j) ary means a face for.
(k) ous or ious means having to do with.
(l) able, ible, or ble means that may or can be.
(m) ment means act of.
(n) less means without.

h. Recognition and meanings of common root words

(1) Root, stem or main part of the word.

(2) Root words come from many languages.

(3) Some frequently used Greek roots and their meanings:

atmos-vapor	meter-measure
auto-self	micro-small
demo-people	phone-sound
graph-write	sphere-sphere
crat-rule	tele-far
matic-mind	thermo-heat

(4) Some frequently used Latin roots and their meanings:

cent-hundred	mitt (mis)-send
commod-help	nation-nation
dic-sound	ped-foot
dormit-sleep	spec (spic)-look
duc-lead	scrip-write
frig-coolness	soci-join

i. Sentences

(1) A sentence is a group of words that expresses a complete thought.

(2) There are four kinds of sentences:

(a) Declarative sentences make a statement or tell something and end with a period.

(b) Interrogative sentences ask a question and end with a question mark.

(c) Imperative sentences give a command or request something and end with a period.

(d) Exclamatory sentences show sudden or strong feeling and end with an exclamation point.

(3) In sentence construction the most important word is the verb. One cannot have a complete sentence without a verb.

(4) A group of sentences about one thing is called a paragraph.

(5) The two parts of a sentence are the subject and the predicate.

(6) The three types of sentences are:

(a) Simple--usually just one complete idea or thought.

(b) Compound--two simple sentences joined by a conjunction or semi-colon.

(c) Complex--a simple sentence with a dependent clause.

(7) Phrase--a group of words which are used as one word to modify nouns or verbs.

(8) A clause can be called a simple sentence as it has a subject and a predicate.

j. Letter writing

(1) In many real life situations the adult will have need for the ability to write a letter.

(2) The ability to write clearly, legibly, and communicate thoughts to another individual is necessary in a complex society.

(3) There are basically two types of letters:

(a) Formal or business letters normally are brief and to the point.

(b) Informal or friendly letters.

(4) Parts of a letter are:

(a) Heading-city, state, and date

(b) Greeting-Dear John, Dear Sir:

(c) Body-what you want to say

(d) Closing-Yours truly

(e) Signature-John or John Doe

(5) Invitations and replies should be short and contain all the information needed, such as date, time and place. Replies should be short, prompt, and courteous.

(6) The envelope should always be addressed carefully and should include such things as:

(a) Full name of person to whom you are writing.

(b) Complete address, street number, zone, city, state, zip-code.

(c) Your complete return address including zip-code.

References

Several of the many available references follow:

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Cass, Angelica W., Everyday English and Basic Word List for Adults, New York: Noble & Noble Publishers, Inc., 1964.

Herber, Harold L., Learning Your Language Series, Conflict & Courage, Book 1., Chicago: Follett Publishing Co., 1964.

Laubach, Frank C., Streamlined English, New York: The MacMillan Co. 1955.

Robertson, M.S., Learning and Writing English, Book 1, Austin, Texas: The Steck Co., 1952.

Sterling, Edna L., and M.F. Rice, English Is Our Language, Boston: D.C. Heath and Co., 1957.

VII TEACHING SOCIAL STUDIES TO ADULTS

A wide variety of important learnings are included in the subject matter of social studies. Because the undereducated adult has not mastered these, he lacks many of the understandings and much of the knowledge which every citizen is assumed to have.

General Objectives

This portion of the Course of Study should contribute to the following kinds of objectives:

1. The teacher of adults must realize that instruction in social studies should attempt to encourage the adult to become a more active and responsible citizen of his community, a more knowledgeable person about past, and present world conditions, and to develop an awareness of geographical factors of our world which influence his life. It should aim to give the adult theopportunity to learn as much civics, history, and geography as will be necessary to make his education as complete as possible. Instruction at lower levels will emphasize citizenship problems social needs, philosophy of life, employment, ethnic problems, and the like.
2. He must gain insight into methods and materials useful in teaching social studies to the undereducated adult.

Content

The suggested topics include:

1. Needs and interests of undereducated adults related to social studies.

Adults who enroll in the program have many needs and interests which may be satisfied through the instruction. Teachers can profit from discussion of anticipated needs and interests to which they may orient their teaching.

2. Instruction in civics

The teacher of adult basic education classes should consider the following types of items in the teaching of civics:

a. In a country like ours where the conduct and perpetuity of government are committed to the people, intelligence as to the purpose and machinery of government is absolutely essential. Many of the undereducated adults dropped out of school before reaching the grade level at which civics was taught; therefore, many have had no instruction in the theory or practice of the government under which they live. It is highly important that every individual in the United States of America receive instruction in civics and there is no school so remote or so small as to preclude such teaching.

b. The questions which follow will suggest the material which may be used in the teaching of civics.

(1) What is government?(Local, City, County, State, National)
(2) What is the object of government?
(3) What is a nation?
(4) Define a law; a constitution.
(5) Name and define the principal forms of government now common, such as:
(a) Monarchy
(b) Republic
(c) Democracy
(6) When and for what purposes was the United States Constitution formed?
(7) What are the three departments of our government?
(8) Give qualifications, purposes, and powers of each of our departments of government.
(9) How are bills legislated and how do they become laws?
(10) What are the expressed powers of Congress?
(11) What are the implied powers of Congress?
(12) How is our President elected and what qualifications must he meet?
(13) How is our Vice-President elected and what qualifications must he meet?
(14) What are the powers of the President?
(15) What are the duties of the Vice-President?
(16) What is the Supreme Court? What are its duties?
(17) What is the relation of the states to the national government?
(18) What rights have the states?
(19) How may the Constitution be amended?
(20) Name and define the amendments to the Constitution.
(21) What is the general form of state government?
(22) How are states divided for administrative or other purposes?
(23) What is the governing body of the county? What are the duties of this body?
(24) What three well-defined systems of city government are there in the United States?
(25) Name and distinguish the two leading political parties in the United States.
(26) Define the following: primary, nominating convention, ballot, initiative, referendum, recall, police powers.
(a) Name some of the measures more or less widely adopted for improving the conditions of workers.
(b) What are some of the measures taken to promote the well-being of residents of a community?
(c) What agencies of the community are engaged in promoting the well-being of the residents of a community?
(d) What is public education? What is its purpose? How is it supported?

c. By following the above mentioned suggested items the adult student will learn about the democratic principles upon which our nation is founded and its effect on his present way of life.

3. Instruction in geography

The following considerations should be discussed:

a. Geography is the science of the earth and its life--especially the descriptions of land, sea, air, and the distribution of plant and animal life, including man and his industries.

b. The adult needs to learn geography to make extensive use of maps, globes, pictures, appropriate films, and filmstrips so that he may better understand the relation between man and his environment.

c. Following is a suggested plan for the study of geography:

(1) Home geography with its excursions and varied study of local topography, occupations, and social life.

(2) The leading topics of the United States and North America:

(a) Location, physical features, people, division, occupations, climate, products, resources, commerce, location and size of important rivers, lakes, gulfs, harbors, cities, rainfall, minerals and leading industries.

(3) The important phases of European geography--using the same topics as those for North America.

(4) The movement from Europe outward into the rest of the world--Asia, Africa, South America, Australia. Topics of study will be the same as those for North America.

d. Some of the aspects of geography which are considered to be important are:

(1) What is geography

(2) Give the size and form of the earth?

(3) What are the motions of the earth?

(4) What are the chief directions, and how may they be found?

(5) Explain what is meant by equator, parallels, latitude, meridians, longitude.

(6) What determines the length of a year?

(7) What are the tropics and polar circles, equinoxes and solstices, heat belts or zones and time zones?

(8) Into what parts is the surface of the earth divided?

(9) Define the following words: island, isthmus, peninsula, plateau, ocean, lake, river, mountain, plain, volcano, earthquake, erosion, valley, canyon, divide, glacier, iceberg, soil.

(10) Define and explain the motion of the sea.

(11) What is climate?

(12) What is wind?

(13) Upon what does the distribution of plants depend?

(14) How does man adapt to his environment in regard to food, clothes, and shelter?

(15) Name some of the most useful plants.

(16) Name the more important products of the sea and forests.

(17) What is mining?

(18) What is manufacturing?

(19) What leads to the exchange of goods?

(20) What are the leading industries of the United States?

(21) What are the leading agricultural regions of the United States?

(22) What and where are the leading coal and oil regions of the United States?

(23) How important is oil to our way of life? Oil products?

(24) What crops are important to the textile industry of the United States?

(25) What are the subdivisions of the United States?

(26) What land divisions outside of the continental United States are states?

(27) Name the ten largest cities of the United States.

(28) Why did some of our larger cities grow up where they did?

(29) Describe surface, climate, people, governments, and ways of life of Europe, Asia, and Africa, South America, and Australia.

4. Instruction in the History of the United States

The following topics should be studied:

a. History as a branch of knowledge that records and explains past events.

b. The importance of historical facts as related to current events.

c. The aim of the study of history. McMaster, in his work, A History of the People of the United States, outlines his purpose as follows:

> In the course of this narrative much, indeed, must be written of wars, conspiracies, and rebellions; of presidents, of congresses, of embassies, of treaties, of the ambitions of political leaders in the Senate and House, and of the rise of great parties in the nation; yet the history of the people shall be the chief theme. At every stage of the splendid progress which separates the America of Washington and Adams from the America in which we live, it shall be my purpose to describe the dress, the occupations, the amusements, the literary canons of the times; to note the changes of manners and morals; to trace the growth of that humane spirit which abolished punishment for debt, which reformed the discipline of prisons and jails, and which has, in our time, destroyed slavery and lessened the miseries of dumb brutes. Nor shall it be less my aim to recount the manifold improvements which, in a thousand ways, have multiplied the conveniences of life and ministered to the happiness of our race; to describe the rise and progress of that long series of mechanical inventions and discourses which is now the admiration of the world and our just pride and boast; to tell how, under the benign influence of liberty and peace, there sprang up, in the course of a single century, a prosperity unparalleled in the annals of human affairs; how, from a state of great poverty and feebleness, our country grew rapidly to one of opulence and power; how her agriculture and her manufacturers flourished together; how, by a wise system of free education and a free press, knowledge was disseminated, and the arts and sciences advanced; how the ingenuity of her people became fruitful of wonders far more astonishing than any of which the alchemists had ever dreamed.

d. The correlation of history with geography, literature, reading, and civics.

e. The study of history is best covered by dividing it into units, which may be completed one at a time. A suggested list:

Unit I	European Backgrounds
Unit II	Exploration and Discovery of the New World
Unit III	Colonization of the New World
Unit IV	A New Nation is Born
Unit V	Growth and Expansion Problems of the U.S. to 1850
Unit VI	Civil War
Unit VII	Reconstruction Period
Unit VIII	Winning the West
Unit IX	Spanish American War
Unit X	World War I
Unit XI	Life Between Wars
Unit XII	World War II
Unit XIII	Today's America

These units might well be reversed in order. Adults are more concerned with the present and future than the past. Each step backward shows something more about the present. The study should deal honestly and adequately with the Negro, the Spanish and the Indian in American History.

References

Some Important references include:

American History, New York: Holt, Rinehart, and Winston, Inc., 1964.

Introduction to Geography, New York: Holt, Rinehart and Winston, Inc. 1964.

Federal Textbooks on Citizenship:

On The Way to Democracy Book 1. (Form M-10) Washington: Superintendent of Documents. Revised 1963.

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The Business of Our Government Book 1. (Form M-18) Washington: Superintendent of Documents. Revised 1963.

Laws for the Nation Book 1. (Form M-22) Washington: Superintendent of Documents.

Our Constitution Lives and Grows Book 1. (Form M-26) Washington: Superintendent of Documents.

The Record of Mankind, Boston: D. C. Heath & Co., 1961.

This is America's Story, Boston: Houghton Mifflin Co., 1960.

VIII TEACHING SCIENCE TO ADULTS

Science is an important aspect of modern living. The undereducated adult may be seriously handicapped because of his lack of understanding in this subject area.

General Objectives

This section should contribute to the following:

1. The teacher of adults must recognize that the principal objective of science instruction is to teach the adult the "scientific method" of problem solving. In this method the person should be taught to seek, find and test knowledge in an organized manner. Such teaching should help give the adult the knowledge, understanding, and appreciation of happenings in his environment which affect his way of life.

2. The teacher should gain a good idea of how to approach the teaching of science.

Content

The following topics are suggested:

1. Purposes

This subject area can teach the adult to see, know, and understand the observable, material objects related to his everyday life and as he comes to appreciate this fact of the mutual relation of all created life, he will be brought into closer sympathy with his physical, mental, and social environment.

Throughout the course everything studied should be viewed in its relation to man's welfare and happiness.

Decision making in life problems can be improved through informal use of the scientific method.

2. Instruction in science

A suggested series of units for the study of science are:

- a. The world and its environment
  - (1) The solid part of earth
    - (a) Land forms, rocks, soil, minerals
  - (2) The water of earth
    - (a) Oceans, lakes, rivers
    - (b) Water cycle, rainfall
  - (3) The air or atmosphere of earth
    - (a) Weather, climate, wind
  - (4) Plants and animals
    - (a) Food, plants, flowers, trees
    - (b) Wild animals, tame animals
- b. The world of energy
  - (1) Energy of motion, energy of position

(2) Gravity, motion, force
(3) Machines and power, mechanics
(4) Heat, light, sound
(5) Electricity, magnetism

c. The world of matter
(1) Solids, liquids, gases
(2) Elements
(3) Atoms, molecules
(4) Compounds, chemical changes

d. The world of living matter
(1) Life and how it began
(2) Cells
(3) Heredity

e. The human body
(1) The skeletal system
(a) Bones, joints, ligaments, cartilage
(2) The muscular system
(a) Muscles, tendons, tissues
(3) The nervous system
(a) Brain, spinal cord, nerves
(b) Responses, reflexes, ganglia
(4) The circulatory system
(a) Heart, arteries, veins, capillaries
(b) Blood, blood types, plasma, corpuscles
(5) The respiratory system
(a) Oxygen, carbon dioxide
(b) Inhalation, exhalation
(c) Lungs, oxygenated, deoxygenated
(d) Oxidation
(e) Diaphragm
(6) The digestive system
(a) Mouth, throat, esophagus or gullet
(b) Stomach, small intestine, large intestine, liver, pancreas
(c) Digestive juices, saliva, bile, pancreatic, gastric
(7) The excretory system
(a) Large intestine or bowels, lungs, kidneys, bladder, skin
(8) The lymphatic system
(a) Lymphatic vessels and glands
(9) The reproductive system
(a) Reproductive organs of man
(b) Reproductive organs of woman
(c) Sperm, ova
(d) Fertilization, conception, pregnancy, birth
(10) Body cover
(a) Skin, dermis, epidermis
(b) Hair, nails
(11) Organs or senses of body
(a) Seeing, eyes
(b) Hearing, ears
(c) Tasting, tongue
(d) Smelling, nose
(e) Feeling, skin, fingers

(12) Ductless glands
(a) Spleen, thymus, thyroid, parathyroid, adrenals, pineal, pituitary
(13) Care of body
(a) Eyes, ears, nose, throat, teeth
(b) Skin, hair, nails
(c) Exercise and muscles
(d) Sleep and rest
(e) Foods and nutrition, vitamins
(f) Breathing and ventilation
(g) Recreation and leisure time
(h) Sickness and disease
(i) Clothing and shelter
(j) Smoking, drinking, narcotics
(k) Emotions, behaviorisms

f. Safety
(1) Making our homes safe
(2) Job safety, practices
(3) Highway safety, rules and regulations for safe and sane driving
(4) First aid

g. Sanitation
(1) Home and community
(2) Sewage disposal
(3) Water systems

h. Civil Defense
(1) Nuclear weapons effect
(a) Fission, fusion
(b) Blast and thermal effects
(c) Fallout
(2) Fallout shelters
(a) Purposes, staffing, stocking
(3) Community shelter plan
(a) Location of, entrance to, warning systems
(b) Need for community participation

i. Child care and rearing
(1) Birth control and the planned family
(2) Pre-natal care
(3) Infant care
(4) The significance of early life experiences
(5) Developmental characteristics of normal children
(a) Pre-school child
(b) Early and middle childhood
(c) The years of puberty
(d) The adolsecent period
(e) Young adult period
(6) The control and management of children
(a) Permissiveness in the control of children
(b) Effects of severe discipline
(c) Effects of inconsistency and discord
(d) Outcomes of democratic child-rearing practices

j. Home and family living
(1) Home as the nursery of civilization
(2) Psychological and social forces which mold personality in the home

(3) Some characteristics of the modern home
(4) Psychological effects of the child's position in the family
(5) Effects of maladjustment in the family
(6) Emotional relationships of parents and children
(7) Influence of the father in the home
(8) Social-class stratification and its influence on the home
(9) The economic status of the family
(10) The emotional climate of the home
(11) Conditions which influence the classroom behavior of children
(12) Improving home-school relations
(13) Consumer education
(14) Problems of installment buying
(15) Recreation and physical fitness in the home
(16) Citizenship training in the home
(17) Teaching respect for law and law enforcement in the home
(18) Teaching respect for private and public property

Within each of these areas specific units of work containing concrete, accurate information which will be of help and immediate use to the adult to be served, must be carefully and thoughtfully developed. Planning of the units of work should be done locally by those who have the closest contacts with the students and are in the best position to determine actual needs and interests.

References

A few of the pertinent references include the following:

Living Things, New York: Holt, Rinehart and Winston, 1962.

Modern Biology, (Revised Ed.), New York: Henry Holt and Co., 1951.

Pomery, John H., Science, New York: Rinehart and Winston, 1964.

The New Basic Science, New York: The MacMillan Co., 1958.

IX GUIDANCE AND COUNSELING OF ADULTS

Everyone involved in a program of basic skills education shares the responsibility of helping the adult illiterate to find purpose and meaning in formal learning. While counseling is a specific function usually performed by a professionally trained person, the counselor does not work in isolation from the teaching and supervisory staffs. His role is central to the purpose and the potential success of the program, but the role is best played as part of a team effort. It is also possible that in a small staff, a person specifically trained in counseling may not be available and others will carry that function, in which case it is important that the function be understood.

General Objectives

This section should be oriented to the following objectives:

1. It is recognized that making up deficiencies in reading, writing, and simple arithmetic reduces only part of the problem which burdens the illiterate and the undereducated adult. Job placement resulting from the acquisition of basic educational skills carries the individual a step further, but provides no permanent solution since technological developments demand constantly upgraded skills. Apart from these obvious limitations, the individual can still be served by helping him to function more efficiently as a citizen-worker-parent and to utilize the resources that are available to him in society. It is in this area of training in social and cultural literacy that the counselor makes his contribution. Teachers must come to understand the aims and nature of guidance and counseling.

2. The teacher has the primary task of training students in specific skills, but inevitably is called upon for information and guidance on matters that are not directly related to the classroom but may directly influence the student's ability to participate in classroom activities. To encourage this participation, the teacher must be prepared to give assistance, to recognize needs and problems and, if necessary, refer the student to school or community services which can best help him. The teacher and counselor roles are not interchangeable, but in many respects they overlap and supplement each other. Because of this close relationship teachers must recognize that it is important that they work together without, however, intruding upon each other.

Content

The material suggested for this section follows:

1. What is counseling?

It is suggested that the field of guidance and counseling be defined with some care at the outset.

Most of the literature in this field is concerned with guidance and counseling as they have been developed at elementary and secondary school levels and in college. By keeping in mind that the adult student, and particularly the adult illiterate, brings to the classroom his own characteristic problems and his special needs, the general principles can still be applied.

The term "guidance" and counseling" tend to blur, with guidance used perhaps as the generalized term, while counseling refers more to the art by which guidance is achieved. Counseling specifically deals with the face to face relationships which exist between counselor and counselee.

The guidance officer is most typically an expert in the uses of education, in fitting the individual to course work appropriate to his career needs, in encouraging him to carry through with career plans, and in aiding him in finding successful employment.

The counselor is, of course, involved in just these activities, but his is the task of working in problem areas--of discovering why information is not used, why a student is not interested in school, why behavior problems are disturbing the routine of school work. His level of operation is not that of understanding and commitment. He knows that giving advice and suggesting solutions, however practical and well founded, are of little value if the individual is not ready to act or is blocked from taking action by factors which at the moment he is not able to manage. He has also learned that human action does not always follow reason and sound purpose--if it did, no intervention would be needed.

When successful counseling takes place, the result is seen in purposeful action by the person counseled. He has assumed responsibility for recognizing and analyzing his problem situation and reaching the decisions needed to bring about useful change. Reaching that point of personal development involves varying degrees of introspection and self-disclosure--some of it painful.

2. Problem areas in which counseling may be needed in a basic skills program are: (These can only be suggested out of a varied pattern of experience).

a. Unpleasant associations and serious doubts about his ability to learn due to previous experiences may trouble the adult illiterate. He must have a reason for voluntarily returning to school or entering school for the first time. He needs to feel that he can gain something of immediate benefit by enrolling in a basic skills class.

b. Experience has taught the adult learner that "book" answers are not always final or appropriate and he may be skeptical. In this respect he differes from the child student, who is satisfied with what the book or the teacher gives as the answer.

c. The adult may display rigidity and reject or question answers which are not in accord with his religious or traditional beliefs or the mythology of his social class.

d. The undereducated adult lives in a sub-culture, which tends to perpetuate itself. The illiterate typically marries within his (or her) own group, rather than risk rejection or scorn by seeking a partner at a higher educational or social level. Families tend to be large, a fact which in itself burdens the adult with a multiplicity of problems.

e. He is suspicious of the educated person and is generally anti-intellectual in outlook. Problem solving is pragmatic and is centered in the immediate present.

f. Society is viewed within a limited range of experience, since the illiterate is alienated by his lack of cultural skills from

the main sources of social learning.

g. The perception of self is inadequate for the same reasons, and this leads to suspicions and hostilities and to withdrawal from situations which threaten to expose his shortcomings.

h. He may bring to the class a variety of non-learning problems which must be worked out before he can give his attention to class routines. He or members of his family may need medical or psychiatric care. He may have defects of sight or hearing of which he is not aware. He may be in trouble with the law. Referral to appropriate community services may have to precede any other remedial work.

3. The teacher's role in guidance.

The classroom teacher has certain vital functions in the total guidance program. Undoubtedly his central job in this regard is to provide a setting for learning which contributes to desirable mental hygiene and offers satisfaction and success experiences to the students in his classes.

Teachers must develop a "guidance point of view." The adult student must clearly realize that his teacher has a real feeling for his integrity as an individual. The student must feel this acceptance and willingness to respect him as a person which is essential to the teacher's role in basic education classes. This "guidance point of view" can materially help the teacher facilitate student progress toward the goals of self esteem, social acceptance and feeling of accomplishment.

Because adult basic education is less preoccupied with grade level norms, "normal" progression and similar problems of mass education and more concerned with individual learning, the teachers are able to focus attention, especially in the lower level classes, upon individual differences blocks to learning and unique and personal needs and problems. Guidance oriented instructors will stress remedial and diagnostic procedures above strictly subject matter considerations.

Often the adult basic education groups will form the setting within which students, with the assistance of a knowledgeable teacher, are able to discuss their common problems and concerns and discover possible answers and solutions. This group guidance activity forms an important and justifiable part of the content of the course. Teachers need help in gaining facility in the use of group techniques.

In addition, one of the significant guidance responsibilities of the instructor is to remain alert to student difficulties which may be so serious as to require referral to persons and agencies possessing additional resources and expertness. For example, the teacher is seldom qualified to handle severe psychological problems. He lacks the training and experience to deal with serious counseling situations even though students may ask him for help. The problems here are to recognize when the student's need is beyond his competence (the teacher who gets into a situation above his head may actually make the problem worse) and to be able to accomplish the referral in a way that makes the student willing to accept the assistance now available.

Basically the teacher of adults needs to gain a valid concept of his role in guidance, to recognize the importance of developing this "guidance point of view" and to accept his limitations in dealing with severe counseling needs.

4. How the Counselor Functions

The first task of a counselor is to establish a relationship with the student which will lead to uninhibited communication. This is likely to be especially difficult to achieve with the adult illiterate, who may be sensitive about his disability, and therefore prone to cover up, to view with suspicion all offers of help, and to resist efforts to gain access to this private world. It is important, therefore, to establish a clear line of communication before attempting to work on the specific problems which trouble the client.

Other generalizations can be offered:

a. It is important for the client to feel that he is accepted and understood, not criticized nor found lacking in some respect. This does not mean agreement with or approval of the client's views or actions, but it does mean listening in an attitude of non-judgment. It is a means of reducing defensiveness and encouraging the client to speak freely.

b. Counseling is a continuing process, not a separate act nor a series of unrelated acts. Counseling can be defeated by interviews that are too brief, not planned in advance, and that deal with too many subjects at a single session.

c. Counseling, when properly practiced, is not limited to the solving of problem cases, but should be extended to an entire group. Good counseling anticipates difficulties and prevents unnecessary failures of understanding and communication.

d. The counselor takes account of the social setting in which the individual functions and the limitations or burdens which are the result of the setting and not the shortcomings of the individual. The speech may be ungrammatical and the vocabulary volgar, but this is not to be taken as a measure of the individual's capacity for growth.

e. Respect for individual differences should characterize any counseling service. The achievement of self-understanding, self-acceptance, and self-direction are best assured when the individual has freedom to make his own decisions--even "wrong" decisions.

f. The counselor must insure the confidentiality of information given in the counseling interview.

5. Duties of the Counselor in a Basic Skills Program

The counselor's specific work assignment will probably vary according to the needs of a particular student group, the counselor's training and experience, the qualifications of other staff members, and the workload carried by the several members of the cooperative team. Typically, but not necessarily in all instances, the counselor's duties

will include registration of students, testing and evaluating test scores, interviewing members of a student's family, assisting in program developing, and discovering and utilizing the resources of the community to discover who can provide money for glasses or hearing aids or for a small loan fund, who can provide transportation for field trips, etc.

Workers in basic skills programs stress the importance of getting the community concerned about the future of these students who, if they succeed in upgrading their literacy level and their job skills, will need to find employment and a secure place in the community.

But the main task of the counselor is basic personal counseling. This involves more than a knowledge of areas of learning, of vocational opportunities, or of offering guidance and advice in career planning. The adult illiterate is most probably a troubled person, and a reluctant person when it comes to revealing his inner world of experience. It is essential, however, that the student find it possible to talk about himself and examine the barriers that have limited his participation in the larger community of life. If this is not accomplished for the student, the chances of his changing his mode of living are diminished. He may increase his reading ability, but have no incentive to use the acquired skill.

The work which a counselor does with his students is accomplished primarily through interviews, though any situation which brings counselor and counselee together can be used to advance understanding and mutual respect. Suggestions for conducting the interview are offered by the National Association of Public School Adult Educators:

a. Know your content area, your school, community, educational or other service resources. Planning for an interview should include arranging for privacy, gathering all possible information about the student, and being relaxed when the student arrives.

b. Listen attentively and closely. Repeat something if a student's statements are not clear, but don't anticipate questions. Let the student state the problem in his own way.

c. Ask only one question at a time; ask no tricky questions. Avoid suggesting an answer.

d. When interpreting answers be sensitive to the pattern of questions and answers. Sudden shifts, recurring references, opening and closing sentences, inconsistencies and gaps in answers--these often are indicators of true meaning.

e. Watch for non-verbal clues--posture, gesture, flushing, excitability; we touch what we like, and avoid what we don't like.

f. Be attentive to acts of forgetfulness. We tend to forget the unpleasant. Watch for slips of tongue.

A writer adds this cautionary note:

> The counselor should be creative. His counseling should not be a rigid application of rules which he has learned from books or formed for himself on the basis of experiences with former clients. On the contrary, he should be convinced that every world of meaning is unique. Everything that the counselor says and does should be the creative outgrowth of his participation in this individual experience. This presupposes that the counselor is a mature person free from threat and free from rigidity. (van Kaam)

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X EVALUATION AND WINDUP

This is a first course of study for teachers of Adult Basic Education Classes and is planned to fit into a 26 clock hour sequence or the time equivalent of a two semester hour course. Accordingly a number of decisions had to be made in limiting the suggested content. Of all the important material which the preservice teacher of the undereducated adult needs, a first course of this length can only do so much. However, the course of study has been written with the assumption that the objectives and content topics are suggestions and recommendations only and the persons who will actually teach this Course of Study must inevitably make instructional decisions based on the needs of the persons who are enrolled. The content must be treated flexibly and adaptations and modifications made whenever necessary. Moreover, this Course of Study is a tentative draft and subject to revision as it is used. Thus the final section is important in providing closure to the instruction and also in securing feedback which will result in constant improvement of the Course of Study itself.

General Objectives

The final section should attempt to accomplish the following aims:

1. The teachers of undereducated adults should review and reaffirm the point of view and philosophy of adult basic education.

2. The preservice teacher should develop some perspective of the great demands of his role as instructor of adult basic education classes and recognize the need for continued study.

3. This first Course of Study must be evaluated for the benefit of the instructors who presented it and for the purpose of its subsequent revision and improvement.

Content

The content of this section should include the following kinds of topics:

1. Philosophy of adult basic education

The whole program of adult basic education and its possible benefits should be reviewed. Important needs of the students who will be enrolled should be summarized and related to the instruction. Last minute questions and problems of the students must be discussed.

2. Teacher preparation

The teachers of adult basic education classes must perform a crucial role in a difficult instructional setting. Therefore, it would

seem advisable to have them make a self-evaluation of their preparation for this role. Attitudes, understandings and skills are all important facets of this preparation and should be appraised by the instructors of the Course of Study.

It may be that it is essential that persons who have gone through the teacher training course as suggested by this Course of Study have the opportunity and the right to eliminate themselves from the program. In some cases the prespective teachers will feel obligated and committed to go ahead into the task of teaching undereducated adults yet a few may have come to realize that, in spite of their enthusiasm and desire to help, they simply are not cut out for this work. It, of course, would be better for them and the students which they might have if they were to eliminate themselves at this point. Accordingly a self appraisal should be made by each person and each should have the opportunity to discuss the results, apparent strengths, weaknesses, fears and concerns with the course instructors.

A vital procedure for the staff of the teacher preparation course might be the group discussion and evaluation of the teacher candidates. At the close of the course the staff might well bring together all the information gathered in a discussion of the prospective teachers which could resort in recommendations and suggestions regarding placement and subsequent training.

3. Course of study evaluation

The Course of Study should be evaluated. Suggestions for improvement and reactions to the instruction should be secured. A suggested evaluation form which may be useful is attached.

COURSE OF STUDY EVALUATION

In order to secure feedback for the benefit of the instructors of this Course of Study and its authors, the following evaluative instrument has been constructed. Your judgment, evaluative comments and suggestions are essential to subsequent improvement and revision. Please answer the following items as frankly and candidly as possible. Your constructive remarks are solicited.

Directions: On the following sections, write the number in the appropriate space which corresponds with the degree of accomplishment, using 1 and "high", 2 for "above average," 3 for "average", 4 for "below average", and 5 as "low". Use the back of the sheets for your comments and suggestions for improvement.

I. Planning

A. Instructions for the course were clear in relation to:

1. Your role as student - - - - - - - - - - - - - - - ( )
2. Purposes of the course - - - - - - - - - - - - - - ( )
3. Amount of time involved - - - - - - - - - - - - - ( )
4. Materials needed - - - - - - - - - - - - - - ( )
5. (other) _____ - - - - - - - - - - - - ( )

B. The instructors and lecturers of the course:

1. Provided orientation to the course - - - - - - - - ( )
2. Met the schedules - - - - - - - - - - - - - ( )
3. Helped the students learn - - - - - - - - - - - - ( )
4. Provided evaluation of student progress - - - - ( )
5. Seemed qualified - - - - - - - - - - - - - - - - ( )
6. Were interested and enthusiastic - - - - - - - - - ( )
7. Were flexible and made adjustments to aid learning - - - - - - - - - - - - - - - - ( )
8. Encouraged student participation - - - - - - - - - ( )
9. (other) _____ - - - - - - - - - - - - ( )

II. Environment

A. Classrooms were:

1. Large enough to handle the class - - - - - - - - ( )
2. Adequately lighted, heated and ventilated - - ( )
3. Attractive - - - - - - - - - - - - - - - - - ( )
4. Free from distractions - - - - - - - - - - - - - ( )
5. Supplied with materials of instruction - - - - ( )
6. (other) _____ - - - - - - - - - - - - ( )

III. Instruction

A. Classroom activities:

1. Lectures were used appropriately - - - - - - - - - ( )

2. Large group discussions were used appropriately - - ( )
3. Small group discussions were used appropriately - - ( )
4. Individual study was used appropriately - - - - - ( )
5. A variety of instructional procedures were employed ( )
6. Audio-Visual aids were appropriately utilized - - - ( )
7. Time was provided for student questions - - - - - ( )
8. Seemed generally to promote learning - - - - - - - ( )
9. (other) _____ - - - - - - - - - - - - - ( )

B. Assigned activities outside the classroom:

1. Were worthwhile - - - - - - - - - - - - - - - - - ( )
2. Were clear as to purpose - - - - - - - - - - - - ( )
3. (other) _____ - - - - - - - - - - - - ( )

C. Materials:

1. Were available for study - - - - - - - - - - - - - ( )
2. Were pertinent to the needs of the students - - - - ( )
3. Were appropriate to the instruction - - - - - - - ( )
4. (other) _____ - - - - - - - - - - - - ( )

D. Class sessions:

1. Were of suitable length - - - - - - - - - - - - - ( )
2. Were of suitable frequency - - - - - - - - - - - - ( )
3. (other) _____ - - - - - - - - - - - - ( )

IV. Students

A. Student participants:

1. Made use of their opportunity to learn - - - - - - - ( )
2. Attended regularly - - - - - - - - - - - - - - - ( )
3. Attended class on time - - - - - - - - - - - - - ( )
4. Were enthusiastic - - - - - - - - - - - - - - - ( )
5. Cooperated with instructors and fellow students - - ( )
6. (other) _____ - - - - - - - - - - - - ( )

V. Overall evaluation

In relation to the course as a whole, I feel: (check one)

Well satisfied ( )
Satisfied ( )
Dissatisfied ( )
Very dissatisfied ( )
Undecided ( )

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